

**2003-2004 *No Child Left Behind*—*Blue Ribbon Schools Program*  
Cover Sheet**

Name of Principal Ms. Joyce Hinman  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name HIGHLAND ACRES ELEMENTARY SCHOOL  
(As it should appear in the official records)

School Mailing Address 1200 Prairie Drive  
Bismarck ND 58501-2432  
City State Zip Code+4 (9 digits total)

Tel. ( 701 ) 221-3405 Fax ( 701 ) 221-3407

Website/URL <http://www.highland.bismarck.k12.nd.us/> E-mail: [joyce\\_hinman@educ8.org](mailto:joyce_hinman@educ8.org)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Paul Johnson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bismarck Public Schools Tel. ( 701 ) 355-3055

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Ms. Marcia Olson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

_15_	Elementary schools
_3_	Middle schools
_ - _	Junior high schools
_2_	High schools
_2_	Other (Explain) 1 – Alternative High School
	1 – Early Childhood Center
_22_	TOTAL
  
2. District Per Pupil Expenditure: (02-03)      \_\_\_\$5,689.00\_\_\_  
 Average State Per Pupil Expenditure: (02-02)    \_\_\_\$6,317.00\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
 

[   ]	Urban or large central city
[   ]	Suburban school with characteristics typical of an urban area
[   ]	Suburban
[ X ]	Small city or town in a rural area
[   ]	Rural
  
4. 5 years\_ Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
  
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>	15	13	<b>28</b>		<b>7</b>			
<b>1</b>	8	10	<b>18</b>		<b>8</b>			
<b>2</b>	15	9	<b>24</b>		<b>9</b>			
<b>3</b>	10	6	<b>16</b>		<b>10</b>			
<b>4</b>	12	10	<b>22</b>		<b>11</b>			
<b>5</b>	10	10	<b>20</b>		<b>12</b>			
<b>6</b>	13	9	<b>22</b>		Other			
			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>					<b>150</b> <b>(03-04)</b>

6. Racial/ethnic composition of the students in the school:
- |   |
|---|
| <u>99.968</u> % White                       |
| <u>0</u> % Black or African American        |
| <u>.006</u> % Hispanic or Latino            |
| <u>.006</u> % Asian/Pacific Islander        |
| <u>.02</u> % American Indian/Alaskan Native |
| <b>100% Total</b>                           |

7. Student turnover, or mobility rate, during the past year: 1.5 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	136 (2002)
(5)	Subtotal in row (3) divided by total in row (4)	.0147
(6)	Amount in row (5) multiplied by 100	1.47%

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 1  
Specify languages:  
English

9. Students eligible for free/reduced-priced meals: 8 % (03-04 BPS Title I targeting)

12 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %  
18 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>    </u> Autism	<u>  1  </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  1  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  2  </u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>13</u> Speech or Language Impairment
<u>  1  </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>    </u>	<u>  1  </u> (.50 FTE)
Classroom teachers	<u>  7  </u>	<u>    </u>
Special resource teachers/specialists	<u>    </u>	<u>17</u>
Paraprofessionals	<u>  2  </u>	<u>    </u>
Support staff	<u>  4  </u>	<u>  5  </u>
Total number	<u>13</u>	<u>23</u>

12. Average school student-“classroom teacher” ratio: 18/1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	98%	98%	97%	97%	97%
Daily teacher attendance	99%	99%	99%	No data	No data
** Teacher turnover rate	2%	2%	0%	2%	0%
Student dropout rate	DNA	DNA	DNA	DNA	DNA
Student drop-off rate	DNA	DNA	DNA	DNA	DNA

\*\* Teacher turnover rate affected by a retirement in 01-02; teachers moved in 02-03 & 99-00.

## PART III - SUMMARY

The mission of Highland Acres School is: ***“To be the best we can be through continued learning and responsible citizenship.”*** Our school mascot, the Star, reflects our belief that our students will shine brightly in all of their endeavors.

Historically, the student body at Highland Acres has been very stable. Present population is 150 students (107 family units), 83 boys and 67 girls. Demographically, our population includes 4 Native American students, 1 Asian, and 1 Hispanic. The socioeconomic status of our school’s families is in transition. In 1998, 2% of students received free or reduced lunch; over the next six years, this percentage ranged from 5% to 14%. For the 2003-2004 school year, 8% of our students receive free or reduced lunch. The attendance rate is 99% for kindergarten, and 97% for grades 1-6. Promotion rate for Highland Acres over the last three years has averaged 100%. The student/classroom teacher ratio is 18/1. Total years of experience for the teaching staff is 144 years. Parent Teacher Conference attendance rate has averaged an astonishing 100% over the past three years.

Student life at Highland Acres School is filled with a variety of diverse and engaging programs. Twenty-three students are involved in one-on-one or small group contact with Levels of Service (Gifted and Talented Program). Thirty-two percent of our students currently participate in the 5th and 6th grade band program. Eight students in grades 4-6 participate in orchestra. Many students participate in activities held at the school including Girl Scouts, Intramurals, Game Morning, and after-school and weekend Parks and Recreation activities. BLAST (Bismarck Life After School Time), an after school child care program, is held at Highland Acres. Fourteen families take part in BLAST. Art classes are offered in conjunction with Bismarck Art and Gallery Association. Our school community is active in recycling paper and aluminum once a week. In keeping with our mission statement, our students are involved in community service opportunities like Pennies for People, Can Ya’ for Kenya, and Open Your Heart. The last two years our school has presented a poignant program for Veterans on Veteran’s Day, this last year honoring a past student who is serving in Iraq.

Students are given many opportunities to participate in special activities during the school year: Student Council, 4th, 5th, and 6th Grade Science Fair, 6th Grade Ski Trip, No TV Week, Field Day, Book It, Safety on Wheels, Young Authors Celebration, Science Olympiad, Geography Bee, Cross Country runs and All-City Track Meet, Book Fair, 6th Grade Graduation Pot Luck, Adopt-A-Book, Red Ribbon Week Carnival, Chance to Dance, Marketplace for Kids, County Spelling Bee, Chess Tournaments, Music Programs, Classroom Play Productions, Cross Country Skiing, and Neighbors Care Involvement. For seven years, Highland Acres students have benefited from quality Artist-in-Residence programs. Also, numerous authors of children’s literature have been guests at our school, sharing their talents through lyceums and workshops.

The Highland Acres Parent Advisory Committee (PAC) is very supportive of our school community. They host many events throughout the school year including Muffins for Mom, Donuts with Dad, Grandparents Day, Bingo Night, School Carnival, and Monthly Birthday lunches, complete with photo imaged birthday cakes. The Highland Acres PAC routinely funds teacher requests for materials and activities that enhance student learning at our school. The Art Gallery, a visual arts experience, is presented to our students by an active group of volunteers from our PAC.

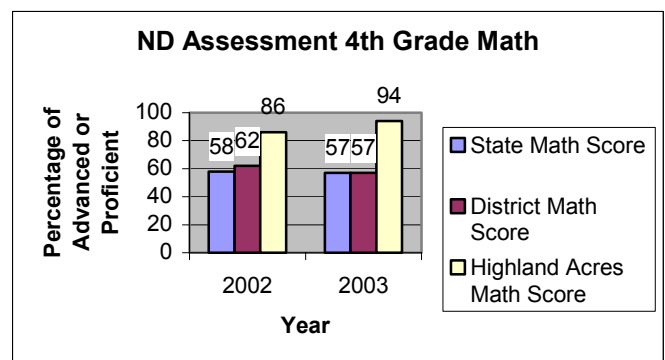
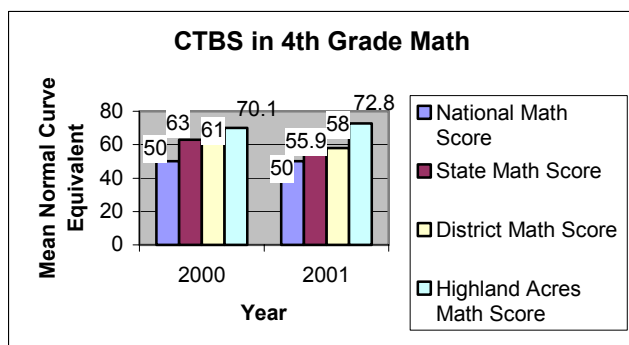
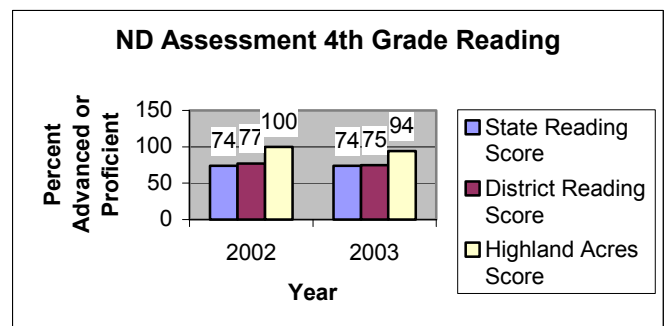
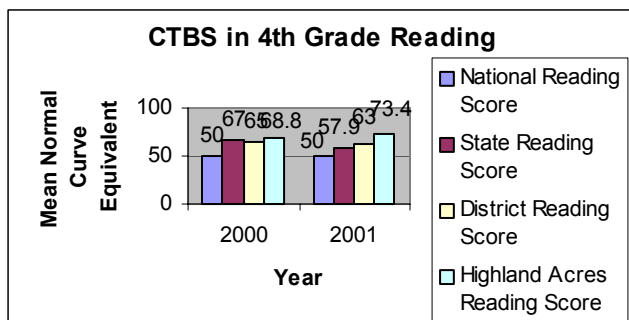
## PART IV – INDICATORS OF ACADEMIC SUCCESS

### 1. READING AND MATH ASSESSMENT RESULTS

The North Dakota Chief State School Officer (CSSO) has nominated Highland Acres for the *No Child Left Behind – Blue Ribbon Schools Program*. Superintendent Dr. Wayne Sanstead, ND CSSO, recognized Highland Acres as one of the schools in the state that consistently and repeatedly scores in the top 10 percent in North Dakota on assessments referenced against national norms for the elementary grade required to take state assessments (Gr. 4). In each of the years represented in the graphs below, there were between 18 to 22 children taking the tests.

#### CTBS/CAT

The California Test of Basic Skills (Terra Nova) (CTBS) was administered to the fourth grade classes of 2000 and 2001. The state of North Dakota changed its assessment tool to the California Achievement Test (CAT) in 2002-03. The CAT was aligned to North Dakota standards and is known as the “North Dakota 4<sup>th</sup> Grade Assessment”. Because the scores are not comparable between the two tests, two sets of data from each of the tests are included. In the “Assessment Results” beginning on page 13, the older CTBS scores, the North Dakota Assessments, NWEA MAP scores and Gates Reading results also validate performance in the top 10%. As indicated, Highland Acres has a history of high achievement on standardized tests. Because of the homogeneous nature of the school population, it has not been statistically significant to disaggregate the test information by socioeconomic or ethnic/racial groups. In the appendices, there is an analysis of gender comparisons. Having only one or two children in the subgroups, there is still evidence that there is high achievement for those individuals as well.



## 2. USING DATA TO IMPROVE PERFORMANCE

Highland Acres uses the standardized assessment data from the Northwest Education Association's Measurement of Academic Progress (MAP) to track a child's level of proficiency in three areas: Math, Reading, and Language Arts. The MAP test is administered in the fall, winter, and spring to document student growth and assess the current level of proficiency.

The test results provide us with a "snapshot" of overall class performance and pinpoint areas of individual students' strengths and weaknesses. The teacher identifies goals needed to assist in developing proficiency for all students. We adjust the curriculum focus, method of presentation, and develop strategies deemed necessary to enhance learning.

The fourth graders also are required by the state to take the California Achievement Test (CAT/Terra Nova) and the North Dakota Assessment. The results from these tests provide valuable information for identifying and confirming a student's progress. Various forms of assessment are used in the classroom from informal observation, teacher- and publisher-created tests to student self-assessments. This information offers a window into the students' conceptual level of understanding.

## 3. COMMUNICATION OF STUDENT PERFORMANCE

Highland Acres provides the parents, students and community with information using various means of communication. Parent-Student-Teacher conferences are held twice a year encouraging an open discourse between home and school. The focus is to discuss the child's overall well-being. Academic performance and assessment results are shared at this time. The parents are also provided with written documentation of their child's performance. These include samples of student work, midterm reports and quarterly reports. Also, written documentation and explanation of data obtained from the standardized or normed testing is disseminated to the parents. Other conferences are held to address specific areas of concern or success at any time requested by parent, teacher, or student.

Communication with the parents and community is extremely important at Highland Acres. Our principal publishes a monthly school newsletter in which all staff members are encouraged to contribute. The Parent Advisory Committee (PAC) has a regular monthly article as well. All families, staff member, close neighbors, and district administrators receive a home copy. The purpose is to provide a comprehensive overview of the school's goals, mission, and accomplishments. The school handbook is clear about expectations engaging families in a comprehensive manner.

The news media informs the community of the results of the standardized testing comparing the performance of all schools in the district. An Adequate Yearly Progress (AYP) report is sent to each parent of students who have taken the assessments. We are proud to acknowledge that Highland Acres was the top school in the district and one of the top ten percent in the state of North Dakota.



#### 4. SHARING SUCCESSES WITH OTHERS

How Highland Acres presents itself to other schools speaks volumes about who we are. Therefore, we believe our attitude must be humble and helpful. We realize that our desire to see children thrive and succeed carries beyond our school boundaries. We extend ourselves to other professionals in the same way we extend ourselves to our students, with the same qualities of personal connection. Several staff members are called upon to present at national, regional, and state conferences, volunteer as grade level leaders, and attend numerous district and regional planning meetings.

A star that shines brightly spends energy, but it is also energized. We will be strengthened as we are enthused by the progress made in other schools, in other districts, by other students. The interactions and relationships between students, parents, and educators are crucial to our growth and professional development. A welcome mat is already set out at Highland Acres. An open invitation for other educators to visit is always standing. We host a wide variety of activities and events and welcome others to share and participate. Our desire to motivate and encourage other educators is genuine and sincere. We are willing to share what we know works, and we are smart enough to know there's always opportunity to learn. We carry in our hearts the motto, "Do what is best for the child!"

### **PART V – CURRICULUM AND INSTRUCTION**

#### 1. CURRICULUM

The curriculum used at Highland Acres has been currently adopted and defined by the district for all Bismarck Public Schools. All content area subjects have been through review processes in the past five years with science being the latest to have a new curriculum guide introduced for 2003-04.

The Bismarck District has expended much effort in the area of curriculum since the school year 2000-2001 in order to align the district curriculum to the state standards. The curriculum mapping ensures that there are no gaps, overlaps or omissions; in other words, there should be no omissions or duplications in what is being taught in all subject areas in the district as students move from grade to grade. Curriculum audits may be conducted from time to time to see that the progression is logical.

A new endeavor in 2003-04 is the creation of the "essential math map". Two Highland Acres staff members serve on the committees creating the essential curriculum math map for the entire district. In addition, all classroom teachers at Highland Acres are piloting the math series being considered for textbook adoption for the coming school year. While many teachers throughout the district are piloting the series and taking the attached training, Highland Acres is one of only two schools having 100% of the classroom teachers involved in the piloting. This is further evidence that Highland Acres staff is constantly seeking to learn what works best to help students achieve.

In the curriculum mapping, staff has considered the core subjects of reading/English/language arts, mathematics, science and social studies. There are also defined curricula for health/physical education and counseling. In the area of fine arts, the curriculum is being written this school year (2003-04) by the specialists in vocal music, art, band and orchestra.

Considered “core” in the reading/English/language arts are skills having to do with phonemic awareness, phonics, vocabulary, fluency and comprehension. The teachers want to instill a love of reading and language through balanced literacy including leveled readers of interest to students. Much of the reading instruction is accomplished with the basal reading series enhanced by the schoolwide-adopted program for Daily Oral Language and Project Success to enrich written products. As children progress through the grades, emphasis is given to conventions of writing, researching, critical thinking, and oral communications.

The “core” of math instruction helps children have a deeper understanding of the operations of mathematics and a true understanding of the number system. There is an emphasis on number facts and accuracy while offering manipulatives in order to appeal to each child’s learning style and strength. Problem solving and preparation for geometry and algebra are the ultimate aims.

Science and social studies have “core” themes that are defined for each grade level in order to approach subjects in a developmentally appropriate sequence. An earthworm unit in kindergarten is necessarily very different from the heart dissection that the sixth grade students experience. Fourth grade is the level that is designated for the North Dakota studies. Much of our social studies sequence is under review with an eye to the direction at the national level in order to achieve relevancy and global awareness.

## 2. READING CURRICULUM

The reading curriculum for Highland Acres Elementary School was adopted in 1996 by a team of educators representing schools throughout the district. The selection committee chose Houghton Mifflin’s *Invitations to Literacy* reading series. This series is a reading and language arts program offering a range of instructional materials for the classroom teachers. The philosophy behind the program is that literacy learning begins at home. Learning then continues in school where instruction stimulates, teaches, and extends the communication and thinking skills allowing students to develop positive attitudes and enabling them to become effective readers, writers, communicators, and lifelong readers.

This curriculum provides three types of activities: extensions, interactive experiences, and technological links. This curriculum encourages a variety of formal and informal assessment procedures. It facilitates teacher instructional planning, documents student progress, and promotes student self-evaluation and self-reflection. Teachers at Highland Acres supplement this reading series with other forms of instruction addressing phonetic instruction, phonemic awareness, vocabulary, comprehension and fluency, which include novel studies, and computer based comprehension assessments.

This reading approach was chosen because it was whole language based, and the curriculum contained a wealth of good literature. This literature was supported by numerous interdisciplinary and cross-curricular ideas. When this curriculum was selected, the district was aware that classroom teachers would need to supplement with direct instruction in areas of fluency, phonemic awareness, and phonics. This supplementing supports a strong literacy-based program. Our district is in the process of selecting a new reading series. Two members of the Highland Acres staff are serving on the Literacy Committee, which will choose a scientifically based reading series.

### 3. WRITING ACROSS THE CURRICULUM

One of the Highland Acres School Improvement Action Plan goals is: All students will improve their writing skills, a component of Language Arts. In conjunction with our mission statement, “To be the best we can be through continued learning...,” our goal is to enhance this skill using various research-based practices. In order to facilitate this writing process, our staff has chosen to implement *Project Success*, a professionally developed instructional method that encourages the use of dictionaries and thesauruses. The majority of the classroom teachers have been trained to promote this writing method. Project Success builds on content from grade to grade.

Other interventions include *Daily Oral Language*, technology, and writing across the curriculum. These interventions support student understanding of writing mechanics and enhance students’ ability to communicate effectively. Some activities to implement these interventions include writing and illustrating class books and poetry, journal writing, identification of parts of speech, expansion of sentences and paragraphs, revising punctuation and capitalization in written work, writing and editing newsletters, corresponding with electronic pen pals, planning, researching, writing, revising, editing, and publishing essays, short stories, and other genres.

The goal of improving writing across the curriculum is directly connected to the school improvement process. Highland Acres is part of the North Central Accreditation (NCA) Region, which recognizes and promotes the high achievement of K-12 schools. Writing has been one of the NCA goals since 2000-2001. Improved writing carries over to improved skills and overall higher achievement in core academic areas.

### 4. INSTRUCTIONAL METHODS

The Highland Acres staff implements a wide variety of instructional methods to improve and promote student learning. The focus of Highland Acres teachers is on student learning and making each classroom an environment that maximizes learning opportunities by applying brain research studies. The instructional strategies used include modeling, target talk, agendas, written procedures, direct instruction, movement, collaboration, role playing, discussion, graphic organizers, literature, songs, journal writing and clear expectations. Media, technology and experiential learning are also utilized.

Guests are invited into our classrooms to bring students real world experiences. Older students also mentor younger students on occasion, and local high school students assist some students in one-on-one tutoring after school. The halls are crawling with volunteer parents and senior citizens who do numerous tasks including reading individually with students.

A high degree of parental involvement is evident at Highland Acres. Staff members make a point of modeling caring behaviors toward each other, the student body in general and their families, creating a reciprocal sense of community in and around the school. The nurturing collaborative environment including students, parents, and staff promotes students’ success in learning.

## 5. PROFESSIONAL DEVELOPMENT

Highland Acres staff members have participated in a variety of professional development programs over the past several years:

- Project Success – a language arts program, challenges students to be aware of the components of written language. It is a language arts program, which encourages the use of resources enabling the students to communicate at a higher level.
- Integrated Thematic Instruction (ITI) – creates a threat free, nurturing environment conducive to learning. ITI helps educators apply current brain research into strategies for the classroom. It provides students with lifelong guidelines and lifeskills to become productive, responsible citizens. We are in Phase I of this process.
- Love & Logic and Restitution – These philosophies strengthen students to make better choices and take responsibility for their own learning and success. Students have a better understanding of human behavior and basic needs, which promote respect for self and others.
- Developing Mathematical Ideas – explores the structure of the base ten number system and how children come to understand it. Children are offered a solid foundation of number sense.
- Curriculum Mapping - The purpose of mapping is to provide students with a comprehensive, developmentally appropriate education without duplications, gaps, or omissions in the taught curriculum.

Assessment and teacher observation have shown an increase in student knowledge and proficiency in many disciplines as a result of the extensive staff development conducted in the past five years.

## **PART VI Private School**

Does not apply

## PART VII ASSESSMENT RESULTS

### CTBS/CAT

See page 7 for a description of North Dakota's use of CTBS in 2000 and 2001.

North Dakota changed to CAT/ND Assessment with data available in 2002 and 2003.

Grade Tested: 4 Test: CTBS Edition: 1999

Grade Tested: 4 Test: CAT/ND Edition: 2001

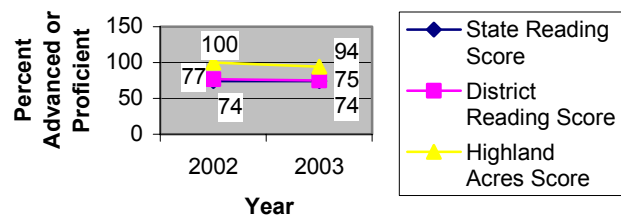
Number of Students in the Grade Tested: 18-22

Number of Students Who Took the Test: 18-22

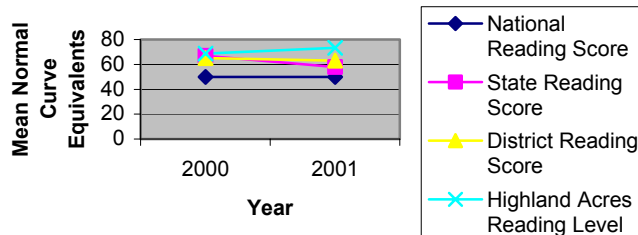
Number of Students Excluded from the Test: 0

Scores are reported here as NCEs CTBS; and Percent CAT/ND

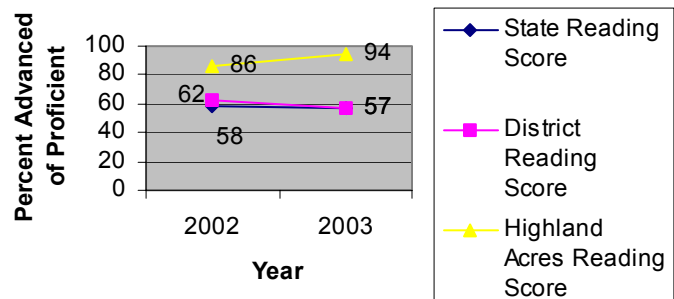
### ND Assessment 4th Grade Reading



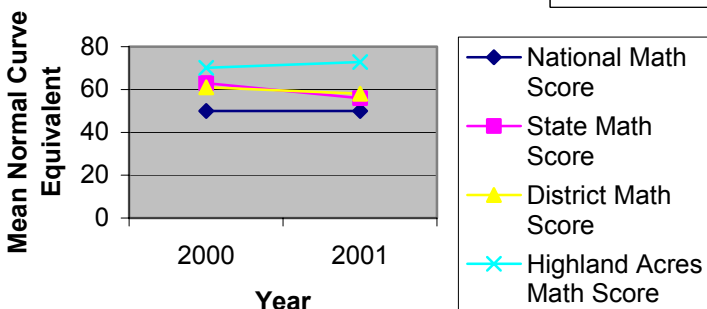
### CTBS in 4th Grade Reading



### ND Assessment 4th Grade Math



### CTBS in 4th Grade Math



NORTH DAKOTA ASSESSMENTS IN READING AND MATH  
MARCH 2002 RESULTS, BISMARCK PUBLIC SCHOOL DISTRICT

<u>READING, Grade 4</u>	<u>ND</u>	<u>BPS</u>	<u>MATH, Grade 4</u>	<u>ND</u>	<u>BPS</u>
Advanced	21%	22%		19%	19%
Proficient	53%	55%		38%	38%
Partially Proficient	18%	16%		29%	30%
Novice	8%	7%		14%	12%

<u>READING, Grade 8</u>	<u>ND</u>	<u>BPS</u>	<u>MATH, Grade 8</u>	<u>ND</u>	<u>BPS</u>
Advanced	16%	18%		10%	10%
Proficient	50%	52%		32%	33%
Partially Proficient	20%	19%		45%	45%
Novice	13%	11%		12%	10%

<u>READING, Grade 12</u>	<u>ND</u>	<u>BPS</u>	<u>MATH, Grade 12</u>	<u>ND</u>	<u>BPS</u>
Advanced	19%	21%		13%	18%
Proficient	31%	31%		20%	20%
Partially Proficient	26%	23%		41%	37%
Novice	22%	23%		25%	23%

Rank	Reading	% A/P	Rank	Mathematics	% A/P
1	Highland Acres Elem	100	1	Highland Acres Elem	86
1	Grimsrud Elem	100	2	Grimsrud Elem	78
3	Centennial Elem	91	3	Centennial Elem	69
4	Pioneer Elem	87	3	Pioneer Elem	69
5	Murphy Elem	86	5	Roosevelt Elem	67
6	Moses Elem	85	6	Moses Elem	61
7	South Central HS	80	7	Murphy Elem	60
8	Northridge Elem	79	8	Northridge Elem	59
9	Roosevelt Elem	76	9	Prairie Rose Elem	57
9	Horizon MS	76	10	Richholt Elem	50
11	Miller Elem	75	11	Miller Elem	48
11	Prairie Rose Elem	75	11	Saxvik Elem	48
13	Simle MS	72	11	Horizon MS	48
14	Saxvix Elem	68	14	Riverside Elem	47
15	Richholt Elem	65	14	Solheim Elem	47
16	Will-Moore Elem	62	16	Will-Moore Elem	46
16	Myhre Elem	62	17	Century HS	42
16	Wachter MS	62	18	Simle MS	41
19	Century HS	59	18	Wachter MS	41
20	Solheim Elem	57	20	Bismarck HS	35
21	Riverside Elem	47	21	Myhre Elem	32
22	Bismarck HS	46	22	South Central HS	20

**NORTH DAKOTA ASSESSMENTS IN READING AND MATH**  
**MARCH 2003 RESULTS, BISMARCK PUBLIC SCHOOL DISTRICT**

<u>READING, Grade 4</u>	<u>ND</u>	<u>BPS</u>	<u>MATH, Grade 4</u>	<u>ND</u>	<u>BPS</u>
Advanced	22%	24%		20%	21%
Proficient	52%	51%		38%	41%
Partially Proficient	18%	20%		29%	26%
Novice	7%	6%		13%	11%

<u>READING, Grade 8</u>	<u>ND</u>	<u>BPS</u>	<u>MATH, Grade 8</u>	<u>ND</u>	<u>BPS</u>
Advanced	16%	19%		11%	11%
Proficient	53%	51%		33%	34%
Partially Proficient	20%	20%		45%	42%
Novice	12%	11%		11%	13%

<u>READING, Grade 12</u>	<u>ND</u>	<u>BPS</u>	<u>MATH, Grade 12</u>	<u>ND</u>	<u>BPS</u>
Advanced	18%	16%		14%	13%
Proficient	35%	32%		19%	16%
Partially Proficient	27%	26%		42%	41%
Novice	20%	24%		24%	28%

Rank	Reading	% A/P	Rank	Mathematics	% A/P
➔ 1	Highland Acres Elem	94	1	Highland Acres Elem	94
2	Roosevelt Elem	89	2	Murphy Elem	74
3	Grimsrud Elem	87	3	Pioneer Elem	73
4	Murphy Elem	82	4	Grimsrud Elem	70
5	Moses Elem	78	5	Moses Elem	67
6	Prairie Rose Elem	77	5	Solheim Elem	67
6	Horizon MS	77	5	Prairie Rose Elem	67
8	Pioneer Elem	76	8	Centennial Elem	62
9	Northridge Elem	73	9	Roosevelt Elem	61
9	Miller Elem	73	9	Northridge Elem	61
9	Solheim Elem	73	11	Myhre Elem	57
12	Myhre Elem	72	12	Miller Elem	54
13	Centennial Elem	71	13	Horizon MS	53
14	Richholt Elem	69	13	Richholt Elem	53
15	Simle MS	67	15	Will-Moore Elem	50
16	Saxvik Elem	66	16	Saxvik Elem	44
17	Will-Moore Elem	65	17	Simle MS	43
18	Wachter MS	63	18	Wachter MS	38
19	Riverside Elem	58	19	Century HS	34
20	Century HS	53	20	Riverside Elem	32
21	Bismarck HS	44	21	Bismarck HS	28
22	South Central HS	28	22	South Central HS	9

## MAP

The Northwest Evaluation Association Measurement of Academic Progress (MAP), a computer based, criterion-referenced test, was administered to grades 3-6 for the first time in the fall of 2003. The Rasch Unit (RIT) is the measurement unit used for this test to identify the value of difficulty of an item on the test. The score is independent of the age or grade of the student but reflects the instructional level at which the student is performing - the higher the RIT, the higher the level of performance. Bismarck District (Group 1) performed at or above the established mean at each grade level in both math and reading. Highland Acres' students performed significantly above the total average of all the other schools within the district. Even with our small school population, when Highland Acres' scores were added to the district's average, we raised the district's total average across most grade levels in both math and reading.

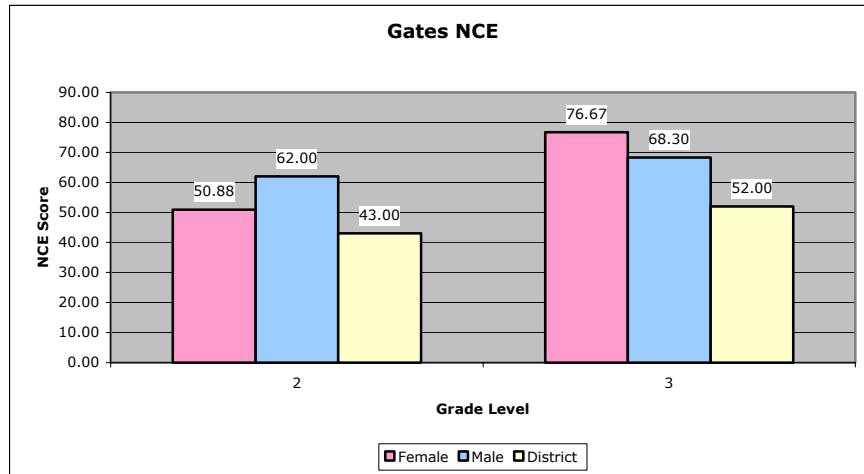
		Gender Grade Level				
		F				
District	Data	3	4	5	6	F Total
Highland Acres	# of Read RIT	6	10	10	9	35
	Avg Read RIT	202.50	206.70	210.30	214.11	208.91
	# of Math RIT	6	10	10	9	35
	Avg of Math RIT	199.50	204.00	206.40	212.78	206.17
Group1 (District)	# of Read RIT	339	346	382	346	1413
	Avg Read RIT	192.35	201.85	208.98	214.18	204.52
	# of Math RIT	339	346	381	348	1414
	Avg of Math RIT	190.85	199.73	209.66	215.89	204.25

		M				M Total
District	Data	3	4	5	6	
Highland Acres Elementary	# of Read RIT	10	12	10	13	45
	Avg Read RIT	200.90	203.58	215.80	217.38	209.69
	# of Math RIT	10	12	10	13	45
	Avg of Math RIT	196.30	197.42	217.10	224.38	209.33
Group1	# of Read RIT	348	373	389	354	1464
	Avg Read RIT	189.98	199.08	206.36	212.92	202.20
	# of Math RIT	349	374	394	355	1472
	Avg of Math RIT	191.70	201.76	209.64	217.45	205.27



### Gates

The Gates-MacGinitie Test is a reading assessment administered in grades 1-3. The Bismarck District implemented this assessment in the 2002-2003 school year. The Normal Curve Equivalent (NCE) was used to disaggregate the test data based on gender. We used gender because we have a small school population in which ethnicity, socio-economic status, and students with disabilities are all in such small number they are not statistically significant. As noted on the graph below in both second and third grade, the boys and girls performed significantly above the district average in reading. A similar comparison will be made when testing is finished in April 2004.



<b>Cumulative State Test Data</b>				
<b>Grade 4</b>				
	Reading	Reading	Math	Math
	2001-2002	2002-2003	2001-2002	2002-2003
Testing Month- March				
<b>Highland Acres Scores</b>				
Total - Percent of Students				
At or above Novice	100%	100%	100%	100%
At or above Partially Proficient	100%	94%	86%	94%
At or above Proficient	100%	94%	52%	61%
At or above Advanced	48%	61%	38%	61%
Number of Students Tested	21	18	21	18
Percent of Total Students Tested	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%
<b>Subgroups</b>				
Low Income				
At or above Novice	100%	N/A	100%	N/A
At or above Partially Proficient	100%	N/A	100%	N/A
At or above Proficient	100%	N/A	100%	N/A
At or above Advanced	100%	N/A	50%	N/A
Number of Students	2	0	2	0
Students with Disabilities				
At or above Novice	100%	100%	100%	100%
At or above Partially Proficient	100%	0%	100%	0%
At or above Proficient	100%	0%	100%	0%
At or above Advanced	0%	0%	0%	0%
Number of Students	1	1	1	1
Native American				
At or above Novice	N/A	100%	N/A	100%
At or above Partially Proficient	N/A	100%	N/A	100%
At or above Proficient	N/A	100%	N/A	100%
At or above Advanced	N/A	0%	N/A	50%
Number of Students	0	2	0	2
Hispanic - None				
African American - None				
<b>State Scores</b>				
Total - Percent of Students				
At or above Novice	100%	100%	100%	100%
At or above Partially Proficient	92%	93%	86%	87%
At or above Proficient	74%	75%	57%	58%
At or above Advanced	21%	22%	19%	20%

As explained on page 7, the state of North Dakota changed its assessment tool. Therefore, only two years of test data is available that produces data at the four levels of proficiency and in subgroups.

<b>Cumulative State Test Data</b>				
<b>Grade 4</b>				
	Reading	Reading	Math	Math
	2001-2002	2002-2003	2001-2002	2002-2003
Testing Month- March				
<b>Highland Acres Scores</b>				
Total - Percent of Students				
At or above Novice	100%	100%	100%	100%
At or above Partially Proficient	100%	94%	86%	94%
At or above Proficient	100%	94%	52%	61%
At or above Advanced	48%	61%	38%	61%
Number of Students Tested	21	18	21	18
Percent of Total Students Tested	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%
<b>Subgroups</b>				
Low Income				
At or above Novice	100%	N/A	100%	N/A
At or above Partially Proficient	100%	N/A	100%	N/A
At or above Proficient	100%	N/A	100%	N/A
At or above Advanced	100%	N/A	50%	N/A
Number of Students	2	0	2	0
Students with Disabilities				
At or above Novice	100%	100%	100%	100%
At or above Partially Proficient	100%	0%	100%	0%
At or above Proficient	100%	0%	100%	0%
At or above Advanced	0%	0%	0%	0%
Number of Students	1	1	1	1
Native American				
At or above Novice	N/A	100%	N/A	100%
At or above Partially Proficient	N/A	100%	N/A	100%
At or above Proficient	N/A	100%	N/A	100%
At or above Advanced	N/A	0%	N/A	50%
Number of Students	0	2	0	2
Hispanic - None				
African American - None				
<b>State Scores</b>				
Total - Percent of Students				
At or above Novice	100%	100%	100%	100%
At or above Partially Proficient	92%	93%	86%	87%
At or above Proficient	74%	75%	57%	58%
At or above Advanced	21%	22%	19%	20%

As explained on page 7, the state of North Dakota changed its assessment tool. Therefore, only two years of test data is available that produces data at the four levels of proficiency and in subgroups.